



KARALEE STATE SCHOOL

LEARNING TOGETHER

YEAR 2 -TERM 4

2026 CURRICULUM OVERVIEW

ENGLISH

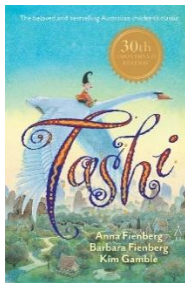
Unit – Engaging with Narrative Texts

Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events.

Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages.

Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas.

Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.



DIGITAL TECHNOLOGIES

This Semester, students create a multimodal digital presentation to share personal information using PowerPoint. They explore how digital systems and tools can be used for a purpose, represent simple data in different ways, and follow basic algorithms involving sequencing and branching.

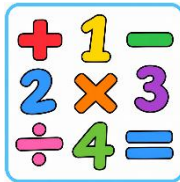
Students design and create content using common digital tools, apply agreed behaviours for online safety, and recognise that digital tools may store personal data.

MATHEMATICS

Number and Algebra

Students develop understandings of:

- partitioning and combining numbers flexibly, recognising and describing the partition relationship between operations and employing part-part-whole reasoning
- recognising types of patterns in different contexts
- comparing and contrasting related operations and using known addition and subtraction facts to develop strategies for unfamiliar calculations.



THE ARTS

Unit: Wildflower Wonders - a focus on Indigenous Australian Art.

This 10-week Visual Arts unit invites Year 2 students to explore the beauty and diversity of Australian native flora through drawing, painting, and mixed-media artworks. Students will examine the **elements of art** — line, shape, colour, texture, and space — to represent plants creatively and meaningfully. They will engage with **Indigenous Australian perspectives**, exploring how native plants have been used for food, medicine, and storytelling in Aboriginal and Torres Strait Islander cultures.

Throughout the unit, students will observe real plants, create detailed drawings, experiment with colour mixing to capture natural hues, and produce a final painting that represents their personal response to Australian flora. They will also learn about artists such as **Margaret Preston, Geraldine Riley, Dadu Gorey Nungarrayi** and **Indigenous botanical illustrators** whose work celebrates the natural environment.

This unit encourages curiosity about the natural world, respect for Country, and the development of observational and technical skills in visual arts.

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SCIENCE

Unit – Physical Sciences: Investigating Sound

Students suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They compare their observations of sounds with those of others to consider if we all sense sound in the same way.

Students engage in guided discussions regarding how sound is used in everyday applications, for example: how music can be understood as patterns of sounds and how to use their body or instruments to create music; how traditional musical instruments are used by Aboriginal peoples and Torres Strait Islander peoples to produce unique sounds; examples of toys and digital tools that are voice activated; how sound-activated and voice-activated tools help people manage daily activities such as turning on lights and communicating with others.

As they explore the effect of sound energy on objects, students develop their skills in using materials and equipment and making informal measurements. They engage with ways of presenting their findings using digital tools, such as sound recording or graphing and data apps, and build vocabulary for describing sound, such as loudness and pitch.



HPE

Health

Students describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. They explain why health information is important for making choices.



PE

Students perform fundamental movement skills and develop confidence in and around the aquatic environment. They demonstrate aquatic skills and strokes in a variety of movement sequences and situations. Students continue to develop skills to perform recognised strokes of freestyle and backstroke in continuous movement sequences. They revise and apply safety practices in an aquatic environment, including in emergencies. They build skills and stamina in preparation for participating in the Year 1/2 Swimming Carnival.

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MUSIC

This term in Music, students will continue practising familiar rhythmic patterns such as  (ta, titi, rest), and further develop their understanding of 'metre' by grouping rhythms in both 2 and 4 metre. They will practice known solfa (so, mi and la) by singing using hand signs and utilizing both stick and staff notation. Students will continue to revise known comparatives/expressive devices, e.g. soft/loud, fast/slow and identify how these devices are used within music they listen to and will also apply this knowledge to their own compositions and performances.